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questionable advantage, the locative case has better treatment, as also have the uses of the subjunctive, the conditions, the ablative absolute; and in short almost all the subjects are more clearly presented.

From one end of the book to the other there are evidences of a more correct appreciation of what are the difficulties of the beginner, and of what will interest him. This is especially true of the sentences for translation.

The changes in arrangement seems to be all for the better, with the possible exception of the fourth conjugation, which might have been introduced earlier with advantage to those teachers whose classes read much in Gradation in connection with their work in the First Latin Book. But this is by no means a serious matter, and will not be noticed in most schools.

There is abundant cause for congratulation in the fact that the authors have decided that verbs have vowel stems, that the stem of *amare* is *ama*—and not *am*—. Much time has been consumed by many instructors in eradicating the heterodoxy which the Beginner's Latin Book inculcated on this point.

There are, of course, a few opportunities for unfavorable comment. For example, the omission of the future participle from chapter LVI. is a doubtful gain, dependent clauses in indirect discourse receive no consideration whatever, *quis* with *si* etc., is so common as an indefinite pronoun that it deserves attention, and the more thoroughly a student learns the rule for *cum* temporal clauses, the more he will berate his first teacher when his Latin horizon begins to widen. These are, however, debatable points, and there is room for great diversity of opinion. There are some slips in marking quantities, but they are so evident that students easily detect them, and they are manifestly the result of haste.

Altogether the book is extremely creditable, both to authors and publishers, and there is cause for thinking that it is the most attractive, the most accurate, and the most comprehensive book of the kind that has yet appeared.

Colgate Academy

Frank A. Gallup

NOTES

An event of unusual importance for classical teaching will take place in the coming spring recess. On Wednesday and Thursday, March 27 and 28, 1895, a Classical Conference will be held at the University of Michigan, Ann Arbor, under the auspices of the Michigan Schoolmasters' Club. The aim of the Conference is twofold: First, to give to those doing work in Latin,

Greek and Ancient History an opportunity to present the results of research; and second, to discuss questions of fundamental importance to the interests of classical study, particularly in the Central and Western States.

At the day sessions of Wednesday and Thursday an interesting programme of papers will be presented.

On Wednesday evening, Professor John Williams White, of Harvard University, will deliver an address.

Thursday evening will be devoted to the discussion of the subject, Should the Study of Latin be commenced below the ninth Grade? in which prominent professors and schoolmen will take part.

An important feature of the Conference will consist in the reports of three committees, appointed a year ago to prepare reports on the following subjects:

(1) Classical Publication in the United States, with especial reference to the question: Do the interests of American Classical Scholarship demand the establishment of a new journal?

(2) Illustrative material for Classical Teaching. This committee will not only present considerations touching the use and abuse of illustrative material, but will also offer lists of the best available helps; examples or copies of the maps, plans, photographs, charts, models and other appliances recommended, will be placed on exhibition during the Conference.

(3) The High School Classical Library. The committee having this subject in charge will have prepared a list of the books considered most valuable for the uses of high school classical students and teachers, covering editions, as well as standard manuals and books of reference in the different departments of Classical Philology; and the books themselves will be placed on exhibition.

Professors and teachers of the classics who find it possible to attend this Conference are cordially invited to be present; and also to contribute papers and take part in the discussions. Papers should not exceed twenty minutes in length; all titles should be handed in not later than March 1st.

The regular spring session of the Schoolmasters' Club will be held on the Friday and Saturday following the Classical Conference, when a programme of wide interest will be presented; it is hoped that as many as possible will attend both meetings.

All sessions will be held in Frieze Hall of the University School of Music, No. 9 Maynard street.

Lodging and board can be obtained at the hotels at a reduced rate, not exceeding \$1.25 per day for room and board.

All titles of papers and other communications regarding the programme should be sent to Professor Francis W. Kelsey, 12 Tappan street, Ann Arbor.

Ginn & Co. announce for February *Molecules and the Molecular Theory of Matter*, by A. D. Risteen.

The latest quarterly issue of *Current History* has an excellent frontispiece portrait of Dr. O. W. Holmes. The contents include a most useful and comprehensive summary of the events of the month covered by this issue.

The feature of the December meeting of the Barnard Club, (Providence, R. I.,) was a post prandial address by Pres. G. Stanley Hall, on "Child Study." This club, by the way, seems to be a model pedagogical union.

Milton's *L' Allegro, Il Penseroso*, and *Other Poems*, make up Number 72 of the Riverside Literature Series (Houghton, Mifflin & Co., Boston,) published in the middle of January. This book is made more valuable by the fact that it includes all of the poems of Milton required for admission to the leading colleges of the country.

In response to applications from Buffalo, Rochester, Brooklyn and other points, asking that the scientific treatment of the problems of the house and home recently introduced in Wellesley college, University of Chicago, Pratt Institute, and a number of the best schools, should receive suitable recognition from the regents the examination department of the University of the State of N. Y., has been directed to prepare a syllabus and offer examinations in home science.

The report of Proceedings of the Manual Training Teachers' Association of America, at the meeting at Philadelphia in July last, is being prepared by secretary Geo. Robbins, Frankfort, Ky., from whom copies may be obtained.

A new book for the English teacher is *College Requirements in English*, by Rev. Arthur Wentworth Eaton, B. A., instructor in English in the Cutler School, New York City. Second Series. Cloth. Teacher's price, \$1.12. This volume contains the English Entrance Examination Papers of Harvard, Yale, Princeton, Columbia, and other leading colleges for 1893 and 1894, with the text of the *Report of the Committee of Ten*. (Ginn & Co.)

The Forty-fifth annual meeting of the Vermont State Teachers' Association, held at Rutland, December 6th, 7th and 8th, had a programme of unusual interest. The general discussion on the second morning was given up to the question of "a Minimum Course of Study for the High Schools." The High School section also gave attention to questions affecting the curriculum. That the same questions are being discussed at the same time in Vermont and Michigan and California is fact of tremendous educational significance.

The *School Poetry Book*, a collection of short classic poems, for memorizing, has been prepared by Mr. Jas. H. Penniman, and will shortly be published by D. C. Heath & Co.

Stories from English History by the Rev. A. J. Church, (Macmillan) is the kind of book the title of which always suggest the query, which is the heavier end? In this volume the story telling is so exceedingly well done that it is to be hoped no youthful reader will be frightened away from them because the tales are founded on undeniable facts.

Legends from Norseland, edited by Mara L. Pratt, (Educational Pub. Co.) is rightly placed as a member of a Young Folks' Library of Choice Literature. There are many good illustrations, some very good.

A College Woman by President Charles F. Thwing, (Baker & Taylor Co.) is the best discussion so far of the great problem of the higher education of women. It is hard to see how anyone can read Dr. Thwing's charming pages and fail to look at the subject forever after with a clearer view and from a higher standpoint. The separate college, co-education, and coördinate education are fairly and impartially presented. All are awarded a probably permanent place. But certain strong advantages are claimed for coördinate education, by which is meant administrative union with separate instruction and residence. No phase of the question is left untouched, and the touch is always that of the master. Few books of purely educational character appeal to so large an audience as this one should attract.

A second, revised edition of *Essays on Questions of the Day* by Goldwin Smith, (Macmillan) contains in the preface, matter which brings the several discussions so much up to date as to cover the great strike of last summer and the New York Constitutional Convention. It may be well to say again that the questions discussed are Social and Industrial Revolution, Utopian Visions, The Question of Disestablishment, The Political Crisis in England, The Empire, Woman Suffrage, The Jewish Question, The Irish Question, Prohibition in Canada and the United States. All these questions are attacked with a vigor of thought that is matched only by the all but matchless lucidity, grace and strength of style, of which the author is so easily the master.

Twelfth Night, and *All's Well that Ends Well* are the latest additions to *The Temple Shakespeare* (Macmillan). Wherever they can be afforded, and the cost is but forty-five cents each we wish these little models of good taste in bookmaking might be introduced into school classes.

An Introduction to English Literature, by Henry S. Pancoast (Henry Holt & Co.) is in a way not a stranger, since it is based on the author's *Representative English Literature*. The latter has been long enough out to become pretty well known. The present work varies from its predecessor in omitting all the selections and notes included in the former, and in adding some two hundred pages of original historical and critical matter. This original matter we are glad to say is not at all of the conventional, perfunctory text-book kind. The book is more than usually readable. A map of Shakespeare's London accompanies a bright description of the city as it then was. There is also a good literary map of England. Full bibliographies and a comprehensive chronological table are not the least of the many excellencies of the book.

For the "Student's Edition" of Irving's works many will be grateful. The first volume to be issued is *Tales of a Traveler*, edited by William Lyon Phelps. It is a large 12mo, handsomely printed and handsomely bound, not

a cheap school edition, calculated to inculcate a taste for ill-favored books, but one that the student after the class has finished it, will be glad to add to his little library. The introduction has a good, brief, sympathetic life of Irving. The text is that of the edition of 1849, which was revised by Irving himself. As for the notes we quote from the preface. "I have in the briefest manner explained all important allusions in the notes, instead of directing the student to some other source of information. *It is unfortunate that the general ignorance of the Bible which prevails among both school and college students, makes it necessary to explain even the commonest Scriptural references or quotations.*" The italics are our own. The volume is highly attractive and greatly to be commended. (Putnams, N. Y. \$1.00.)

There is at present an insurrection of the English language. The noble tongue has been some time in revolt at the cavalier treatment it has received in schools and from scholars. The revolt has become a revolution, the success of which is shown not alone in the great respect now paid the language in all school programmes, but even more, perhaps, by the growth of interest in scholarly treatment of its literary masterpieces. More significant than either is the very considerable tendency on the part of the educated public to read these masterpieces for the pleasure and culture they give. Chaucer's queer spelling is no longer the insurmountable barrier that it once was to so many, and he is now more than a name in the catalogue of English writers. His *Canterbury Tales* have recently been issued in several different editions, suited to various tastes and purses. Of all these there is none likely to come nearer the happy medium that suits the greatest number than *Chaucer's Canterbury Tales*, edited with notes and introduction, Alfred W. Pollard (Macmillan.) The price (\$3.00) is low for the two volumes, that in all mechanical qualities leave little to be desired. There is about the right amount of introduction; the notes are for the purpose of making the text clear without bothering the reader unduly, and so are placed at the bottom of the page—the glossary at the end of the second volume is as simple as it can well be. The volumes are made to be read, we should say, rather than to be dissected, and read they ought to be, as they invite greatly to that exercise.

Professor Skeat's edition of Chaucer has reached the fifth volume. The volume is entirely devoted to notes on the *Canterbury Tales*. It is needless to say that this is preëminently the scholar's edition. It is an honor to English scholarship, and an ornament to our literature. (Macmillan. \$4.00 a volume.)

A readable outline of the history of painting, in small compass, and at moderate cost, has been needed. The need is now met better than common in *A Text-Book of the History of Painting*, by Professor John C. Van Dyke, of Rutgers College. (Longmans, Green & Co., N. Y. \$1.00) The work is specially intended for use as a text for colleges and schools where the time given to the study of art is apt to be limited. A book of this kind must cover much ground, speak of many persons, and pass a large number of judg-

ments, giving vast chance for its readers to disagree. It is prone, from the necessities of the author, to be deadily dull. But Professor Van Dyke is not dull. It is surprising what interesting reading he has made of these annals of art. He touches off the characteristics of the various artists with a warmth of color and strength of drawing that would have done credit to the best of those he describes. The book has no less than 110 reproductions of famous paintings, which really illustrate the text, and have, too, a value of their own. There are those who have not seen, and may never see, many great pictures. who will be glad of the opportunity to gain an idea of what they may be like, There is a good bibliography as an aid to further study, and an excellent guide as to where examples of the great masters may be found. This book is so excellent that we are glad to know that a history of architecture and a history of sculpture are soon to appear in the same series.

In *American Writers of To-Day*, by Henry C. Vedder, (Silver, Burdett & Co., New York,) all lovers of literature will find a volume that is full of interest and pleasure, and all teachers of literature one that is nearly indispensable. The book deals largely with authors whose names are on all tongues, whose writings are the daily delight of thousands, and yet about whose lives and works little has been written. The work is, however, as far as may be, from a mere collection of biographical sketches. Enough of the facts of each life is given to satisfy any reasonable curiosity, but no more. There are nineteen entirely distinct essays, treating, among others, of Charles Dudley Warner, Thomas Bailey Aldrich, Crawford, Mrs. Burnett, Bret Harte, Edward Everett Hale, Edward Eggleston, George W. Cable, Richard Henry Stoddard, Frank Stockton, and Joaquin Miller. The strength and the weakness of each author is clearly presented and his best work carefully distinguished from the mass. The essays bear marks of having been originally prepared for newspaper publication, as, indeed, we believe they were. They are, therefore, above all, readable. One does not need to bring to the reading of them the scholar's interest, the book reads itself. In these days there are many necessities that we must do without, but it will be especially hard for the teacher of literature to do without this collection, and it will be a most popular addition, we venture to say, to all school libraries.